

The Degree of Students' Commitment to Virtual Lectures

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Abstract: The coronavirus pandemic has forced the world to change education policies in educational institutions. For example, Jordan's Ministry of Higher Education has allowed courses in academic programs to be taught in three types of education: distance e-learning, blended education, and traditional education. Hence this study came to reveal students' behaviors during virtual lectures. The researcher used the descriptive method, the sample consisted of (96) students from Shobak University College. The results of the study show that (68%) of students are committed to attending e-lectures fully and following up with teachers for a full explanation of lectures, (13%) are Commitment to attending without focus, (10%) Log in and get busy with something else, (7%) Make sure to attend some of the lectures, and (2%) Others attend lectures about me. Results on preferred learning patterns showed that (37%) of students prefer a face-to-face education pattern, (32%) of students prefer full e-learning, and (31%) of students prefer Blended education. Results of Students' focus on virtual lectures, 43% full lectures, 10% (10 minutes or less), 12% (11-25 minutes), 20% (26-40 minutes), and 15% (41-60 minutes). Result of Reasons for students' lack of attendance and focus during virtual lectures, (44%) there are no reasons, they attend all lectures, (18%) There is no internet and computer or smart device to be able to attend the lectures, (16%) There is no special place at home prepared to attend the lectures, (15%) Preoccupation with other work, and (7%) They lack the motivation to attend the lectures.

Keywords: Virtual Lectures, Behaviors of University Students.

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Introduction

Interest in e-education was not evident in Jordanian universities before the Corona pandemic, which engulfed Jordan by the Defense Law of 17/3/2020 (Bnitaha and Mahasneh, 2021), which directed the ministries of education and higher education to continue implementing academic programs by using distance education.

The Ministry of Higher Education has been working to change policies and regulations regarding the nature of teaching at universities, colleges, and institutes. Regulations No. (96) of 2021, which includes a system for the integration of e-learning in higher education institutions, stipulates the obligation of higher education institutions to restructure academic programs and plans of subjects by the requirements of the integration of e-

learning (Face-to-face, full E-learning, Blended education) (Jordan's Ministry of Higher Education and Scientific Research,2022).

By the legislation and regulations, universities and colleges in Jordan have taught courses in academic programs according to three types of education (Face-to-face, full E-learning, and Blended education).

Face-to-face Education

According to this pattern, there are courses in each academic program that must be studied face-to-face, especially practical courses (Mahasneh, 2021; Mahasneh,2020A).

Blended Education

According to this pattern, there are courses in each academic program that must be taught in a Blended Education, meaning teaching courses as face-to-face lectures and virtual lectures simultaneously and remotely asynchronously (Mahasneh,2020 B; Mahasneh,2020 C).

Full E-Learning

Electronic learning systems such as (Moodle) and some electronic applications such as (Teams) have been used to teach courses in academic programs at Jordanian universities and colleges since the adoption of legislation. Full e-learning can be defined as a pattern of education that enables a faculty member and a student to meet to attend virtual lectures simultaneously or asynchronously using an e-learning system or electronic applications (Mahasneh, 2021).

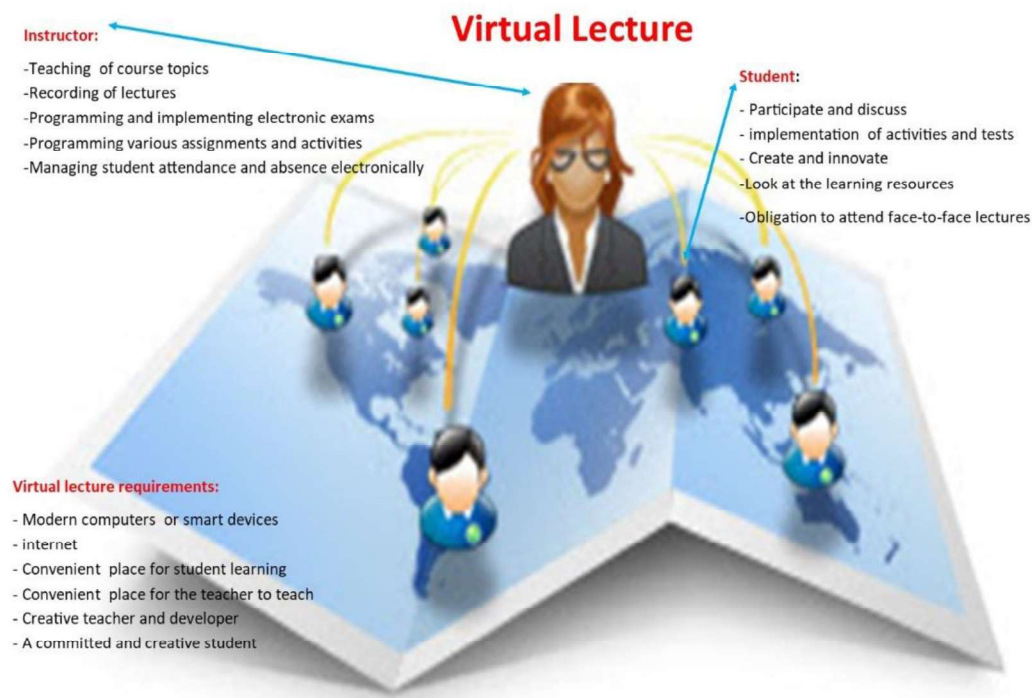


Figure 1.Illustrates the virtual lecture in the e-learning environment

Note. Figure 1. illustrates the virtual lecture in the e-learning environment, requiring the teacher to prepare well for the virtual lecture in terms of scientific material design and display for students, to being able to use the available e-learning systems as a system (Moodle) and various applications of virtual lectures such as (Teams), it is also necessary for the teacher to see the latest e-learning strategies such as flipped education strategy and use in the teaching process, to keep abreast of scientific developments in the use of technology in teaching (Mahasneh, Tawarah, & Al-lawama, 2021).

The student's role in virtual lectures is at the center of the educational process, intending to devote a place to attend virtual lectures, discuss create and provide solutions, in addition to the need for the student to have computers or modern smart devices and subscribe to the Internet.

The student in e-learning and virtual lecture is the basic pillar for achieving the course's learning output, requiring the student to create the right environment for him to learn, commit to attending and interact during lectures, carry out activities and perform the duties required by the course. So, this study came to reveal students' behaviors during virtual lectures.

After familiarizing the researcher with theoretical literature and previous studies, he found studies relevant to the subject of the study, conducted by Hollister, Nair, Hill-Lindsay, and Chukoskie (2022) A study entitled Engaging in Online Learning (Direction and Behavior) During the Coronavirus Pandemic, the study sample consisted of (187) Students from American universities. The results of the study showed that 72% of the study sample confirmed a decrease in students' participation in direct virtual lectures affected the experience of online learning. There are positive impressions of teachers and students feeling more comfortable asking questions and answering them in online classrooms.

Azmi, Khan, and Azmi (2022) conducted a study aimed at knowing the impact of virtual learning on students' educational behaviors and the spread of depression among college students due to the coronavirus pandemic. The study sample consisted of 157 students from two universities in Saudi Arabia. The results of the study showed that 75% of the study sample had different tactical symptoms. The online learning method is boring for students and 75% of students experience stress and fear in exams.

Curelaru, Curelaru, and Cristea (2022) conducted a study entitled Students' Perceptions of Distance Learning During the Coronavirus Pandemic. The study sample consisted of 209 students. The results of the study showed that there are negative aspects to online learning, including (Stress, anxiety, isolation, low motivation, indifference, misunderstanding, undernourishment, and lack of challenge) There are also advantages to online learning (rest, accessibility, saving time and money, psychological and medical safety).

Lin, Jin, Zhao, Yu, and Su (2021) studied the factors affecting changing students' behavior toward online learning to consider the coronavirus pandemic. The results of the study showed that there are factors that affect students' acceptance of online learning, including (usability, ease of use, teacher behavior, and matching tasks

with technology).

That it is the only study that attempted to study the **Universities' Students and Virtual Lectures** in Jordan that characterize the current study of previous studies. This study is consistent with the above studies in some molecules associated with the objectives of the current study.

Study Problems and Question

Through his experience teaching virtual lectures, the researcher noted behaviors from students that are incompatible with modern educational theories. Hollister, Nair, Hill-Lindsay, and Chukoskie's (2022) study confirmed that students' low participation in direct virtual lectures was detrimental to the experience of online learning. Hence, this study came to answer the following questions:

First question: **What is the form of education preferred by students?**

Second question: **how are the students committed to virtual lectures?**

Third question: **How long are the students concentrate with the teacher during virtual lectures?**

Fourth question: **What are the reasons causing students' lack of attendance and focus on virtual lectures?**

Methodology

The researcher used the descriptive method through an electronic questionnaire after ascertaining its validity and Reliability. The study sample consisted of 96 students from Shobak University College, who were selected in the available sample method. Figure 1 shows their distribution by sex variable. Repeats and percentages shown by Google Forms were used for electronic identification to answer study questions.

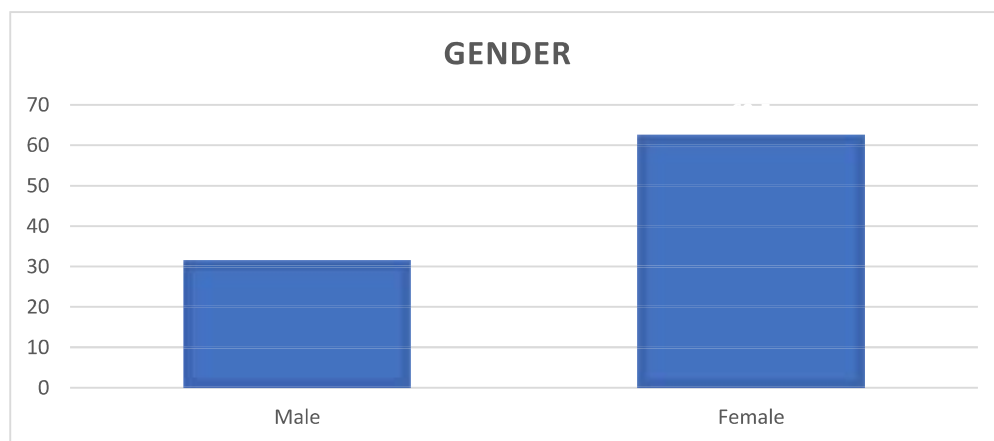


Figure 2. Distribution of study sample by gender

Figure 2. shows that the study sample was distributed to 39% males and 61% females

Results

Frequencies and percentages of responses to study questions have been found, these results are presented below:

Results related to the first question

Figure 2. shows the responses of the study sample to the first study question: What is the form of education preferred by students?

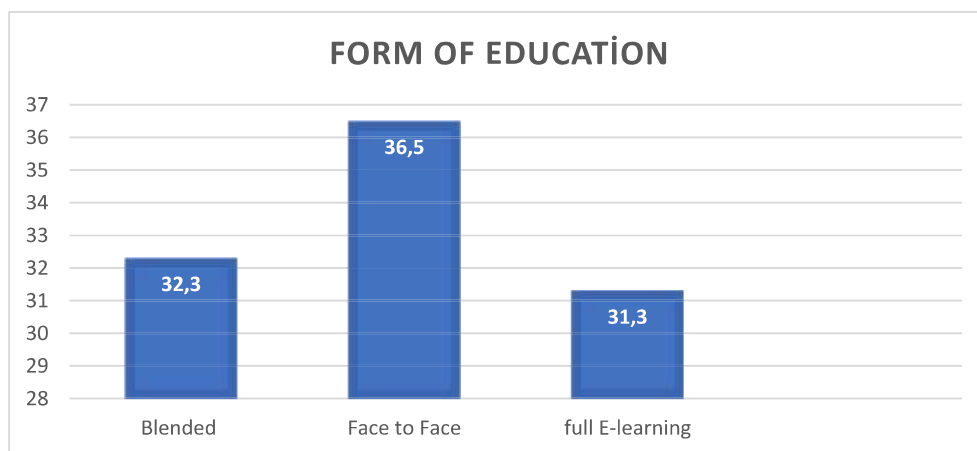


Figure 3. Students' preferred forms of education

Figure 3 shows Preferred learning patterns, 37% of students prefer a face-to-face education pattern, 32% of students prefer full e-learning, and 31% of students prefer Blended education.

Results related to the second question

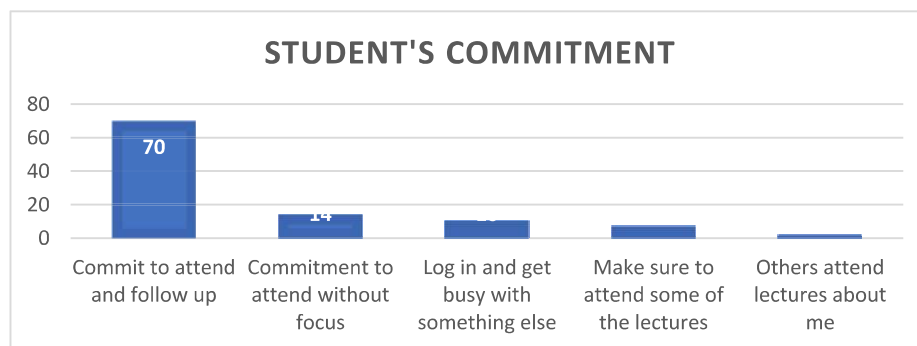


Figure 4. The responses of the study sample to the second study question: **how are the students commit to virtual lectures?**

Figure 4. shows Students attend virtual lectures, 68% Commit to attending and following up, 13% Commitment to attending without focus, 10% Log in and get busy with something else, 7% Make sure to attend some of the lectures, and 2% Others attend lectures about me.

Results related to the Third question

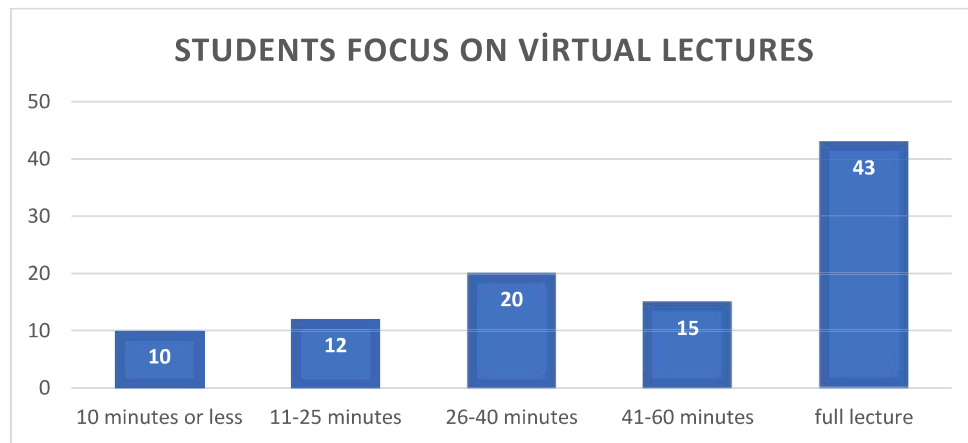


Figure 5. The responses of the study sample to the third study question: **How long are the students concentrate with the teacher during virtual lectures?**

Figure 5 shows Students' focus on virtual lectures, 43% full lectures, 10% (10 minutes or less), 12% (11-25 minutes), 20% (26-40 minutes), and 15% (41-60 minutes).

Results related to the fourth question

Table 1. shows the responses of the study sample to the fourth study question: **What are the reasons causing students' lack of attendance and focus on virtual lectures?**

Table 1. Reasons for students' lack of attendance and focus on virtual lectures

n	Reasons for students' lack of attendance and focus on virtual lectures	frequency	%
1.	There are no reasons, they attend all lectures	48	44%
2.	They lack the motivation to attend the lectures	8	7%
3.	There is no special place at home prepared to attend the lectures	17	16%
4.	There is no internet and computer or smart device to be able to attend the lectures	19	18%
5.	Preoccupation with other work	16	15%

Table 1 shows the Reasons for students' lack of attendance and focus during virtual lectures, 44% there are no

reasons and they attend all lectures, 18% There is no internet and computer or smart device to be able to attend the lectures, 16% There is no special place at home prepared to attend the lectures, 15% Preoccupation with other work, and 7% They lack the motivation to attend the lectures.

Conclusions

Considering the results of the study the researcher confirms that:

1. There are some courses in academic programs that require teaching face-to-face such as practical courses that require experience and work. Therefore, students prefer to teach them face-to-face. Also, in some courses that include theoretical and practical aspects students prefer the blended learning style. Some courses include a theoretical aspect, so students prefer full e-learning.
2. That students vary in commitment to attend lectures due to self-motivation and students may be busy with other work. This result agrees with the result of a study (Hollister, Hill-Lindsay ,and Chukoskie, 2022).
3. The difference in the concentration rate of students due to their different circumstances and environments.
4. That the reason for this is the different motives and desires of students.

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